



# Course Syllabus

Mrs. Christina Tate

Contact me via email [ctate@tamut.edu](mailto:ctate@tamut.edu)

***Effective Date: Spring 2010***

*"All children are artists. The problem is how to remain an artist once he grows up."*

[Pablo Picasso](#)

- I. **Course Number: ARTS 1301**
- II. **Course Title: Art Appreciation**
- III. **Semester Credit Hours: 3**
- IV. **Course Description:** ART 1301 is a general course in art appreciation open to all students. The course explores the relationship and influences of the visual arts on the individual and culture. Emphasis is placed on the development of aesthetic judgment: learning how to look at art and evaluate it thoughtfully.
- V. **Texts/Resources:**

Frank, P.L., Prebles, D. & Prebles, S. (2009) Prebles' artforms (9<sup>th</sup> ed.) Prentice-Hall, ISBN 978-0135141328

Students will be required to attend local arts exhibitions as appropriate and available.

*Recommended Resources:*

Frank, J. (2009) *Discovering art: A user's guide to the world of collecting* (8<sup>th</sup> ed.). Thunder's Mouth Press: New York.

Kleiner, F.S & Marnyia, C.J. (2008). *Gardner's art through the ages: A global history* (13<sup>th</sup> ed.) Wadsworth Publishing.

## **VI. Student Learner Outcomes:**

*The Student Learner Outcomes have two components: 1) Content Outcomes, 2) Technology Outcomes. The Student Learner Outcomes align with Exemplary Educational Objectives (EEOs) adopted by the Texas Higher Education Coordinating Board to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. For ARTS 1301 Art Appreciation, the Humanities/Visual and Performing Arts EEOs are integrated into the Learner Outcomes below:*

### **Content Outcomes**

1. Demonstrate an understanding of the elements of art and principles of design and articulate the understanding in a written format (Quiz #1, Final Exam, Student Participation). This objective reflects the expectations of Humanities/Visual and Performing Arts Exemplary Educational Objective 4.
2. Recognize various media and techniques used by artists from a PowerPoint and through hands-on experiences with various media and techniques (Quiz #2, Final Exam, Student Participation). This objective reflects the expectations of Humanities/Visual and Performing Arts Exemplary Educational Objective 4.
3. Identify selected works of historical art from a PowerPoint in a quiz format (Quiz #2, Final Exam, Student Participation). This objective reflects the expectations of Humanities/Visual and Performing Arts Exemplary Educational Objective 1.
4. Apply the knowledge of art appreciation in a written critical response to a recent museum visit (Essay #2, Final Exam, Student Participation). This objective reflects the expectations of Humanities/Visual and Performing Arts Exemplary Educational Objectives 5 and 6.
5. Demonstrate an understanding of how we make critical evaluations of the visual world from everyday through written expressions, oral presentation and discussions (Presentation, Final Exam, Student Participation). This objective reflects the expectations of Humanities/Visual and Performing Arts Exemplary Educational Objective 3.
6. Apply understanding of the visual world as it relates to human culture through written expression and discussion (Essay #1, Final Exam, Student Participation). This objective reflects the expectations of Humanities/Visual and Performing Arts Exemplary Educational Objective 2 and 7.

## Technology Outcomes

The following 'Technology Outcomes' are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills:

1. email, course website tools including online discussion and chat.
2. word processor to produce quality written documents
3. PowerPoint to produce a quality presentation

## VII. Course Outline:

1. Themes in Art. Living with Art. What is Art?
2. Explore elements and principles in themes and cultures. What are the elements and principles of art?
3. Art and Perception: How do we see? (Drawing)
4. Media and tools: What are, why are there, different media of art?
5. Art (Globally): How does art impact the world and the world impact art?
6. Art (Locally): How does art impact culture and culture impact art?

## VIII. Course Requirements:

1. Attend all class sessions and actively participate (See Student Participation).
2. Demonstrate knowledge of the course **Student Learning Outcomes**.
3. Demonstrate emerging skills towards the **Technology Outcomes**.
4. Complete all assigned essays, presentations, quizzes and exams.

## IX. Methods of Evaluation:

Each student will be evaluated on two levels including 1) mastery of course outcomes and 2) class participation.

Graded Components	Totals
<b>Level 1 – Mastery of Course Outcomes</b>	
Essays (2 @ 50 pts/each)	100
Presentation and canvas (25 pts/each)	50
Quizzes (3 @ 30 pts/each)	90
Final Exam (comprehensive)	100
<b>Level 2 - Participation</b>	
Class Participation (up to 10 pts/class), includes sketchbook assignments	150
<b>Total Possible Points for Course</b>	<b>430</b>

**Level 1 – Mastery of Course Outcomes:** Points earned based on the quality of product as designed on the grading rubric for each learning opportunity.

**Level 2 – Participation:** Points earned based on the student’s ability meet outcomes as outlined in “Student Participation”.

**X. Grading Scale:**

*Final course grade will be an average of the points earned. Course grade will be assigned based on the following scale:*

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
> 59%	=	F

*See University Specific Information for policy regarding Assigning an Incomplete Grade*

**XI. Faculty Office Location and Contact Policy:**

*Please see me before or after class or email me at [ctate@tamut.edu](mailto:ctate@tamut.edu)*

**XII. Complete Course Schedule:**

Week	Topic	Evaluation Items	Student Learning Objective Met
1	Syllabus and Orientation – Living with Art		
2	What is Art? Great Themes in Art		
3	Elements and Principles of Art		
4	Learning to See (Perception) - Drawing	Quiz #1 (30 questions)	SLO #1
5	Prehistoric to Classical Civilizations		
6	Early Christian to Baroque	Essay #1	SLO #6
7	Rococo to Impressionism		
8	Impressionism to Post Modern	Presentation/canvas	SLO #5
9	Contemporary Art and Media		
10	Art and Architecture	Quiz #2 (30 Questions)	SLO #3
11	Media: 2-D Printmaking & Painting	Essay #2	SLO #4
12	Media: 2-D Photography, Graphic Design, Film Art		
13	Media: 3-D Sculpture and Craft		
14	Everyday Art	Quiz #3 (30 Questions)	SLO #2
15	Art in Everyday	Final Exam (Comprehensive)	SLO #1-6

**XIII. Student Participation:**

*a. Participation Policy:*

Students are expected to attend all classes, to be on time, and attend for the full class.

- THERE ARE NO EXCUSED ABSENCES nor does the professor “give permission to miss class”.
  - Missing more than three classes will result in the student being dropped from the class or final grade will be dropped one full letter.
- If a student chooses to miss a class the student is responsible for
  - course announcements
  - covering the material addressed in class independently
  - obtaining notes from a peer

*b. Course Etiquette:*

1. Appropriate attendance and promptness
2. Positive, open attitude towards learning
3. Appropriate collaboration skills with peers
4. Appropriate grammar, articulation and speech patterns
5. No cell phones or beepers in class!
6. Conduct yourself in a manner that is not distracting to your peers.
7. Be respectful of other students and the professor.
8. Recognize that arriving late or leaving class early is a distraction to your peers!
9. Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.

**XIV. Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

**XIV. Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

**XV. Texas A&M-Texarkana email account**

***Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-***

***Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.***

**XVI. Presentation**

Please refer to page 9-10.

**XVII. Local Impact of Art**

Due by December 9, 2010

Each student will be required to visit one local gallery or museum and write an **art critique or 1 page** summary about visit. Please include a brochure or ticket as evidence of visiting. Below are some examples of local places to visit.

**Ace of Clubs House (Texarkana)**

October 2, 2010- Quadrangle-Tickets will be \$2.50 that day only from 10 am to 3pm. Any other day tickets are approximately \$4-5.

**TRAHC**-refer to website([www.trahc.org](http://www.trahc.org)) for exhibit dates as they become available.

September 1-October 21 **WRITE! On Art**

The premise of WRITE! on Art is that Excellent Art Inspires Excellent Writing!

Sponsored by TRAHC's ArtsSmart Institute for Learning, WRITE! on Art invites participants from Grades 7 - University/Adult to submit original poetry and prose compositions inspired by selected works of art on exhibit at Texarkana Regional Arts and Humanities Council's Regional Arts Center.

**Museums (surrounding areas)**

Tyler: <http://www.tylermuseum.org/>

Longview: <http://www.lmfa.org/index.htm>

Fort Worth

<https://www.kimbellart.org/index.aspx>

<http://www.cartermuseum.org/>

<http://www.themodern.org/>

Little Rock: <http://www.arkarts.com/> Arkansas Art Center

Shreveport: <http://www.rwnaf.org/> R.W. Norton Art Gallery

## **XVIII. Materials Needed for Course**

1. Sketchbook (at least 8 ½ x11)- will need to bring every class period, minimum 25 pages
2. Red, blue, yellow paint (primary colors)
3. 1 canvas (for presentation project), can be stretched or canvas board- at least 16x20
4. Drawing pencil- recommend Graphite Art Pencil Kit with 2B, HB, 2H

## **XIX. Sketchbook Assignments**

You will have several take home sketchbook assignments. Assignments should reflect a real effort and meet assignment criteria.

*All sketchbook assignments should be completed and are due by December 9, 2010.*

You will need to bring your sketchbook every class period. There will be many class days that you will do brief sketch assignments or art critiques that will count towards your class participation grade.

### Extra Credit Opportunity

You may choose from the following movies and write a 1-2 page summary. You may receive up to 4 bonus points to be added to one test grade.

- *Pollock*
- *Frida*- Salma Hayek stars in this Miramax movie about the famous 20th century Mexican painter who was married to Diego Rivera, was almost killed in a bus and trolley accident, and yet was able to create beautiful, personal works of art. The film also stars Antonio Banderas as David Siqueiros (a fellow painter), Edward Norton as Nelson Rockefeller, Ashley Judd as Tina Modotti (an Italian photographer) and Alfred Molina as Diego Rivera.
- *Lust for Life*
- *The Agony and the Ecstasy*
- *My Left Foot*
- *The Da Vinci Code*
- *Alexander*- shows the Ishtar Gate and the *Ram and Tree*
- *Andrei Rublev*
- *Gladiator*- Russell Crowe is the title character in this summer 2000 movie. About a third of the film is set in ancient Rome, so you get some great computer reconstructions of the Roman Forum and Flavian Amphitheater (a.k.a. Colosseum). A few minor historical problems are apparent ("thumbs down" didn't mean "death" in the Colosseum), but the set designers do a good job of making you feel like you're in the 2nd cent. A.D.
- *Children of Men*
- *Ever After*- An adaptation of the Cinderella story set in the Renaissance and starring Drew Barrymore. One of her confidants/advisors is Leonardo da Vinci. See if you can pick out what's wrong with the scene involving Leonardo and the *Mona Lisa*.
- *Girl with the Pearl Earring*- Oscar nominee Tom Wilkinson is in this film about the Dutch Baroque painter Jan Vermeer (played by Colin Firth) and his famous painting, [Girl With a Pearl Earring](#).
- *Incognito*
- *Indiana Jones and the Last Crusade*- The last of the Jones trilogy finds Indiana, and his dad Sean Connery, in search of the Holy Grail. The quest leads to a "lost city," which is actually the site of Petra. Petra was swallowed up by the Roman Empire and her classical architecture shows influence from the Romans and earlier Greeks
- *Klimt*
- *Mona Lisa Smile*

Or you may choose to do 5 extra sketchbook assignments.

You may earn up to 8 points.

**Due by Tuesday, December 9, 2010**

# Presentation

## Date to be announced

Students will be divided into groups of 2-3. You may choose your partner or one can be assigned.

Groups will choose a specific artist (Impressionism to Post Modernism).

Prepare a 3-5 minute Power Point presentation.

Minimum of 5 slides, including

- Title page
- At least one visual example of the artist's work
- Brief biography
- Possible social influences
- Reference page

The student must complete on at least a 16x20 canvas YOUR own piece of art that reflects the artist that you chose. Please consider the technique and subject matter. These paintings will count as ½ of your presentation grade (25 points for PowerPoint, 25 points for painting). Your painting will not be graded on ability, but will be graded on effort and understanding of artist's subject matter and technique.

After you have decided on your partner, you will sign up for your artist. I suggest you have at least 5 in mind in case your first choice has already been chosen.

## **Artists** to choose from:

1. Francisco Goya
2. Joseph Mallord William Turner
3. Threodore Rousseau
4. Edouard Manet
5. Claude Monet
6. Camille Pissarro
7. Pierre-Auguste Renoir
8. Edgar Degas
9. Mary Cassatt
10. James Abbott McNeill Whistler
11. Berthe Morisot
12. Paul Cezanne
13. Georges Seurat
14. Vincent Van Gogh
15. Paul Gauguin
16. Odilon Redon
17. Gustave Moreau
18. Henri Rousseau

19. Allan Freelon
20. Edvard Munch
21. Auguste Rodin
22. Henri de Toulouse-Lautrec
23. Albert Bierstadt
24. Winslow Homer
25. Gustav Klimt
26. Henri Matisse
27. Palmer Hayden (Harlem Renaissance)
28. William H. Johnson (Harlem Renaissance)
29. Egon Schiele
30. Vasily Kandinsky
31. Franz Marc
32. Pablo Picasso
33. Georges Braque
34. Piet Mondrian
35. Joan Miro
36. Salvador Dali
37. Georgia O'Keefe
38. Grant Wood
39. Edward Hooper
40. Norman Rockwell
41. Frida Kahlo
42. Diego Rivera
43. Jackson Pollock
44. Willem de Kooning
45. Mark Rothko
46. Robert Rauschenberg (collage artist)
47. Jasper Johns
48. Roy Lichtenstein
49. Andy Warhol
50. Alice Neel
51. Thomas Eakins
52. Francis Bacon
53. Paul Klee
54. Robert Delaunay
55. Arshile Gorky